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ABSTRACT

One of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies, this module focuses on developing an understanding of competencies needed, and the self-concept necessary, to organize and direct a total vocational program. Activities are primarily based on having the learner read suggested material related to the subject. Content is organized as follows: introductory section, terminal objective, summary of content, procedures, suggested resources, pretest, posttest, and learning activities, which include one simulation exercise. (SH)

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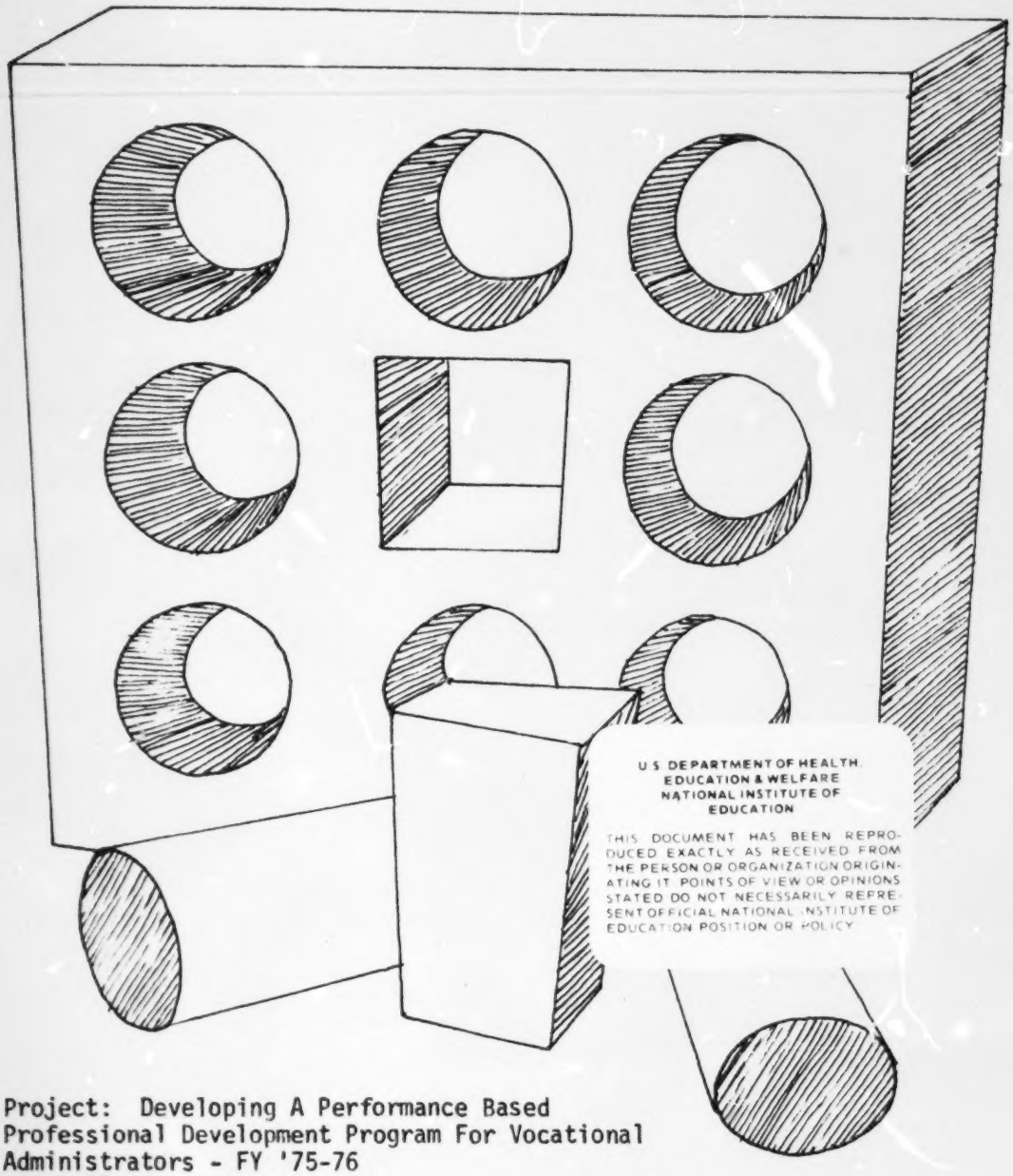
Organize and Direct the Total Vocational Program



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Instructor's Guide for the
Use of Individualized Modules

In each of the Individualized Modules you will find all or some of the following components:

1. Introduction
2. Terminal Objective
3. Content
4. Procedures
5. Student Competency Sheet
6. Resources
7. Pre-Test and/or Post-Test
8. Learning Activities
9. Simulation
10. Answer Manual

For the most part the material is self-explanatory and if so noted, certain pages are consumable.

In some of the modules, activities other than reading and responding through written communication are required. In these instances where seminars, site visitations, workshops, etc., are required, with the instructor directing the activity, the instructor is directed to utilize the Individualized Module and to inject his/her own methods for making the activity a success.

All materials to be evaluated are to be turned into the instructor. When a student has not achieved the competency required in the specific activity, the instructor is requested to develop a plan to correct the deficiency.

ORGANIZE AND DIRECT THE TOTAL VOCATIONAL PROGRAM

INTRODUCTION

Organizing and directing any educational program requires leadership. The leadership role(s) of the person who has this responsibility require an understanding of the total school program and how vocational programs can become an integral part of the local school. In this leadership role, it is necessary to work effectively with all persons involved in the vocational program.

If you accept the above statement, the question becomes, "What are the indicators of such leadership?" This is not an easy question. Here's why. Expertise in a given vocational area is usually considered a "must." O.K., but this specialized vocational expertise is not the expertise needed for organizing and directing a total vocational program. In fact, if you cannot see beyond your own specialized vocational expertise, you better stick with it and let someone else organize and direct the total vocational program. So, your first assignment is to get an image of yourself as a leader of a total vocational program!

Organizing the total vocational program requires an understanding (working knowledge) of each vocational area and how the areas can be coordinated (not homogenized) into a total vocational program, while still providing skill development within the specific vocational area. A BIG ORDER! Competency in identifying and clarifying local needs for specific vocational programs is essential (necessary). Likewise, to develop programs to meet these needs requires competencies in curriculum development. Getting these two--PEOPLE and PROGRAMS--together is the heart of any vocational program. In fact, this simple formula could be the guiding light for the total vocational program.

PEOPLE NEEDS ---------- PROGRAM GOALS

more

Directing a total vocational program requires the competencies of a Solomon! Well, at least the competencies of a school administrator and a curriculum coordinator, as well as the ability to work effectively (get results with no casualties) with local community leaders in business, industry, services, institutions, and agencies. Another BIG order!

To fill such an educational leadership role would seem a complex, difficult task. It is! But can be done if one wishes to develop needed competencies. (Knowledge, understanding, skills, abilities, attitudes, and values.) By completing this module and the suggested activities, you can determine whether you have or can develop the competencies to organize and direct a total vocational program and be happy while doing it!

Finally, if this module is being self-directed (probably the best way!), it is suggested that you check with your Instructor any time that any part of this module does not "made sense." If the assignments and activities don't make sense in developing needed competencies to organize and direct a total vocational program, STOP! Go back over previous materials and if it still does not make sense make the STOP permanent and do something that is more productive!

TERMINAL OBJECTIVE(S)

You will be capable of doing the following, if you complete this module:

1. Demonstrate understanding of competencies needed to organize and direct a total vocational program; and

2. Explain your self-concept as a person, to organize and direct a total vocational program. Your responses to the written exercises will be the basis for determining capability as minimum, medium, or most.

CONTENT

In this module you will find:

1. Student (you) Competency Sheet

2. Tasks and Learning Activities

3. Special Project (Simulation)

4. Tests and Exercises

5. References for Further Study

PROCEDURES

After reading the Introduction, Terminal Objective and Content:

1. Decide whether you already have the competency identified in the Terminal Objective and proceed directly to the Self-Test.

2. Proceed to the Self-Test and assess your present skills to determine which problem pertains to the part in which you are deficient.

3. Go straight through the packet.

STUDENT COMPETENCY SHEET

Program: Vocational Administrators Curriculum

Unit: Organize and Direct the Total Vocational Program

Competency Statement: Demonstrate competency in organizing and directing the total Vocational Program by: (1) listing the characteristics of an effective leader, (2) distinguishing between the expertise needed by a vocational teacher and expertise needed by a director, (3) indicting the process to be followed in identifying the components of a total vocational program, (4) analyzing the needs assessment phase of the model and (5) explaining the concept of the self-concept.

Learning Activities: Within this module are several different varieties of learning activities aimed at leading you to attain and demonstrate the competencies named above. These activities require reading from the suggested resources, writing several short papers, developing a model, developing interview guides and conducting the interviews.

Criterion Evaluation: There are specific tasks associated with the learning activities in this module. Each of these specific tasks is an enabling objective which states exactly what behavior the learner is expected to exhibit, under what conditions he/she is expected to do it, and how well it is to be done. Thus, each task statement in this module states the exact standards by which the learner's performance is going to be judged. This is the criterion evaluation.

RESOURCES

PERSONS

Instructor
Principal of High School
Vocational Teachers
Graduates of Vocational Programs

BOOKS

1. AVA Yearbooks
   First Yearbook (1971) Contemporary Concepts in Vocational Education.
   Second Yearbook (1972) The Individual and High Education.
   Third Yearbook (1973) Career Education.
   Fourth Yearbook (1974) The Philosophy For Quality Vocational Education Programs.
   Fifth Yearbook (1975) Developing the Nation's Work Force.

   American Vocational Association
   1510 H Street
   Washington, D. C. 20005

2. Center for Vocational Education
   Ohio State University
   1900 Kenny Road
   Columbus, Ohio 43210
   (Write for list of publications)

3. Development of Traning Opportunities for Individuals in Rural Areas, EPDA Awardees, Auburn University, Auburn, Alabama 36830 1976.

4. Educating For Work
   National Assn. of Secondary School Principals
   1210 Sixteenth Street
   Washington, D. C. 20036 1967.

5. Peter, Laurence and Hull, Raymond, The Peter Principle, Bantam Books, 666 Fifth Ave., New York, N. Y. 10019 (paperback) 1970.

6. Venn, Grant, Man, Education, and Work, American Council on Education, 1785 Massachusetts Ave., Washington, D.C. 1964.

MAGAZINES

American Vocational Journal, American Voc. Assn., 1510 H Street, Washington, D.C. 20005

SIMULATION

Simulation material for this module included in this packet.

SELF-TEST

To be used as a PRE-TEST and as a POST-TEST for this Module.

In the space provided indicate your Key Concepts in reacting to the questions or statements.

1. What are the major differences in the expertise (competencies) needed by a teacher in specific vocational area and the competencies needed to organize and direct a total vocational education program ?

2. Outline the steps to include in developing a PLAN FOR PLANNING a total vocational program in a county.

3. What should be the relationship of the actual or potential employers of the graduates of vocational programs and the teachers and the director of vocational education program?

4. Outline the "public relations" of developing a total vocational program, including specific suggestions for a continuing program for public understanding of the vocational program.

5. Explain the significance of the following simple formula (model) for the local director of vocational education programs.

PEOPLE ---------- PROGRAM
Needs Goals

------End of SELF-TEST------

LEARNING ACTIVITY I

Task I

THE STUDENT (YOU) WILL NOTE THE CONTENTS AND MAKE SPECIFIC REFERENCES FOR THIS MODULE FROM EACH OF THE FIVE AMERICAN VOCATIONAL ASSOCIATION YEARBOOKS LISTED IN THE ACTIVITIES.

I-A

Obtain copies of the following list of yearbooks of the American Vocational Association:

1st Yearbook (1971) - Contemporary Concepts in Vocational Education.

2nd Yearbook (1972) - The Individual and His Education.

3rd Yearbook (1973) - Career Education

4th Yearbook (1974) - The Philosophy for Quality Vocational Education Programs.

5th Yearbook (1975) - Developing the Nation's Work Force.

I-B

Of the five yearbooks mentioned in I-A, note the content of each, listing specific references from each for use in this module.

I-C

Secure and read a copy of the paperback The Peter Principle, Lawrence J. Peter and Raymond Hull, A Bantam Book.

If you successfully completed the Task in Learning Activity I, you should proceed to Learning Activity II. If you feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY II

Task II	HAVING READ THE REQUIRED MATERIAL, THE STUDENT (YOU) WILL LIST THE MAJOR CHARACTERISTICS OF AN EFFECTIVE LEADER FOR A VOCATIONAL PROGRAM.
II-A	Read "Development and Leadership Roles in Administration" in the 1st AVA Yearbook and write your reactions to it in a short two page paper. Turn the paper into your instructor for evaluation.
II-B	Having read the article mentioned in II-A, develop a paper and in it rate yourself on "Minimum, Medium, or Most," on each of the items listed under "Characteristics of an Effective Leader." Turn the paper into your instructor for evaluation.
II-C	In a paper, to be turned into your instructor, list the major characteristics of an effective leader for a total vocational program. (This will be your list in your priority order. List references and indicate where in your list differs from "the experts.") Limit your list to five-ten major characteristics.

If you successfully completed the Task in Learning Activity II, you should proceed to Learning Activity III. If you feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY III

Task III	HAVING READ THE SUGGESTED MATERIAL IN THE ACTIVITIES, THE STUDENT (YOU) WILL LIST IN WRITING THE KEY COMPETENCIES NEEDED BY A LOCAL DIRECTOR AND BY A VOCATIONAL TEACHER. THE LIST IS TO BE KEPT BRIEF, LISTING ONLY THE NECESSARY COMPETENCIES. THIS IS TO BE TURNED INTO THE INSTRUCTOR FOR EVALUATION.
III-A	Read: "Administration and Supervision," 4th AVA Yearbook.
III-B	Study: Part III, "Helping the Individual Progress through the Vocational Program," and Part III, "Helping the Individual in the World of Work," in the 2nd AVA Yearbook.
III-C	List, in a brief paper (one page), the key competencies needed by a local director and by a vocational teacher. List only the necessary competencies. This will be turned into the instructor for evaluation.
BONUS, EXTRA!	For an irreverent but interesting insight into how competency in one area does not mean competency in another, read The Peter Principle, especially, Chapter 2.

If you successfully completed the Task in Learning Activity III, you should proceed to Learning Activity IV. If you feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITIES IV

Task IV

THE STUDENT (YOU) WILL DRAW A MODEL OR "PERT CHART" TO INDICATE THE PROCESS TO BE FOLLOWED IN IDENTIFYING THE COMPONENTS OF A TOTAL VOCATIONAL PROGRAM.

IV-A

Study the models in the Appendix of this module, and those in the first AVA Yearbook. Develop your own model(s) for a local vocational program by drawing:

a. model(s) or "Pert Chart(s)" to indicate the process to be followed in identifying the components of a total vocational program. Use boxes, lines, arrows, and labels. Stick figures or other informal drawings may help. Turn these models or model into your instructor for evaluation. (BE SURE YOU INCLUDED A NEEDS ASSESSMENT IN YOUR MODEL!)

If you successfully completed the Task in Learning Activity IV, you should proceed to Learning Activity V. If you feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITIES V

Task V	THE STUDENT (YOU) WILL DRAW AND EXPLAIN A MODEL ON OCCUPATIONAL CHOICE PROCESS AND HOW THIS MODEL CAN BE USED IN TALKING WITH PEOPLE ABOUT ENROLLING IN VOCATIONAL PROGRAMS. THIS DRAWING AND EXPLANATION WILL BE TURNED INTO YOUR INSTRUCTOR FOR EVALUATION.
V-A	In a brief typewritten paper, further analyze the Needs Assessment phase of the model in Task III by indicating people, programs, agencies or institutions involved. This is to be turned into and evaluated by the instructor.
V-B	Study the Models in the Appendix of this module, and those in the 1st AVA Yearbook. Develop your own model(s) for a local vocational program. If you did not include a Needs Assessment in your model, go back and do so. This is to be turned into your instructor for evaluation.

If you successfully completed the Task in Learning Activity V, you should proceed to Learning Activity VI. If you feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY VI

Task VI

AFTER STUDYING THE ACCOUNT OF SELF-CONCEPT AS SEEN BY ROBERT BILLS, THE STUDENT (YOU) WILL DEVELOP A DRAWING OF THE "BILLS MODEL" OF INDICATING SELF-CONCEPT OF INDIVIDUALS BY GROUPINGS. A BRIEF PAPER STATING ITS IMPLICATION FOR A DIRECTOR OF VOCATIONAL EDUCATION IS, ALSO, TO BE DEVELOPED. THESE ARE TO BE TURNED INTO THE INSTRUCTOR FOR EVALUATION.

VI-A

Study the account of self-concept as seen by Professor Robert Bills (appendix of this module). Locate one or more additional references to the theory of self-concept and its relation to the teacher and educational leader. (Hint: Arthur Combs is one writer on this subject.)

VI-B

Write a short (two typed pages) paper on "The Concept of Self-Concept for the Local Director." (Don't forget Peter's paperback as a reference here to help keep your feet on the ground!) Turn the paper into your instructor for evaluation.

VI-C

Develop a drawing of the "Bills Model" of indicating self-concept of individuals by groupings. This is to be turned into the instructor for evaluation.

If you successfully completed the Task in Learning Activity VI, you should proceed to Learning Activity VII. If you feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY VII

Task VII	HAVING COMPLETED THE SUGGESTED ACTIVITIES, THE LEARNER (YOU) WILL INTERVIEW TWO TEACHERS AND A PRINCIPAL OR SUPERINTENDENT OF A SCHOOL THAT HAS TWO OR MORE VOCATIONAL PROGRAMS.
VII-A	Prepare interview guides for a school administrator, a vocational teacher, and graduates of vocational programs. In the guides list key questions to clarify his/her expectations of the vocational programs.
VII-B	Identify a school with two or more vocational programs where the administration will cooperate in helping you get a clear understanding of the place of the vocational programs in the system, including who enrolls and why.
VII-C	Interview two teachers of different vocational areas in the school system. Interview the principal or superintendent.
VII-D	Write up the three interviews, adding your analysis. Turn the interview guides and analyses into your instructor for evaluation.

If you successfully completed the Task in Learning Activity VII, you should proceed to Learning Activity VIII. If you feel you need more information to complete the Task, see your instructor to develop a plan to correct your deficiencies.

LEARNING ACTIVITY VIII

Task VIII	AFTER COMPLETING TASK VII, THE LEARNER (YOU) WILL DEVELOP AND ADMINISTER INTERVIEW GUIDES TO FOUR (TWO MALE AND TWO FEMALE) GRADUATES FROM THE SCHOOL IN TASK VII. AN EVALUATION OF THESE INTERVIEWS WILL BE PREPARED AND TURNED INTO YOUR INSTRUCTOR FOR REVIEW.
VIII-A	Develop interview guides for interviewing graduates of vocational programs. For ideas, read the sections dealing with placement and follow-up in the AVA Yearbooks, especially the 2nd and the 5th. Also, review research reports on job satisfaction and work adjustment which will have ideas for you to consider.
VIII-B	Arrange an interview with four (2 female, 2 male) graduates (students if no graduates are available---with reasonable effort) from the same school as in Task VII. Administer the interview guide developed in VIII-A to the graduates (or students).
VIII-C	Summarize each of the interviews in terms of commonalities and differences. Write your own evaluation of their evaluations! Turn the interview guide and summaries into your instructor for evaluation.
BONUS, EXTRA!	Develop a brochure, based upon interviews of an administrator, teachers, and graduates that might be used and distributed for people to learn more about the vocational program.

After completing Task VIII, you are to evaluate your ability to achieve the competencies identified in the Terminal Objective by completing the Simulation.

SIMULATION

Organizing and Directing the
Total Vocational Program

POINTS TO KEEP IN MIND

You are E. V. Ready, just appointed the first Local Director of Vocational Education for the County Schools.

Agriculture and Home Economics have been available in the high schools for many years. In fact, they were the only vocational programs in the schools until after 1963. Since that time other vocational courses have been added in the high schools. With the building of an Area Vocational Center last year, programs in all vocational areas Agriculture, Business & Office Distributive Education, Health Occupations, Home Economics (Consumer & Occupational), Trades and Industry have become available to students. In addition, Industrial Arts courses are offered under your direction since it is considered a key part of Career Education, another component of the "Total Vocational Education Program' in the county. You are coordinator of Career Education.

Your problem is this. Superintendent E. D. Moore needs a written plan for a "Total Vocational Program for the County"---especially how the components of the program will be coordinated to serve the vocational needs of all students while at the same time meeting the employment needs of the county. Included in the plan will be your suggestions for involving people such as advisory committees and other resource people within and outside the school system.

* * *

Having read the INTRODUCTION, you are ready to proceed to Problem I.

PROBLEM I

Circumstance

Since you are the first Director there is no over-all "plan for planning" a total vocational program for the county. Your first activity is to develop a specific PLAN FOR PLANNING a total vocational program for the county for the superintendent to submit to the County Board of Education for approval.

Action to be Completed

Write a letter to the State Director of Vocational Education requesting a copy of the state plan and other suggestions for developing local plans for vocational programs, including an example of a well-designed plan. Take the letter to your instructor for suggestions.

Materials Needed

No special materials needed. References for study would include any of those on planning educational programs.

* * *

PROCEED WITH PROBLEM II

PROBLEM II

Circumstance

You have no idea of who has been involved, other than the vocational teachers in developing the present programs of vocational education. You will want the names of resource people already involved. Neither do you know the specific objectives for each vocational program. You need to know this too in your PLAN FOR PLANNING.

Action to be Completed

Develop a 1-page survey (see problem III first) and letter to send to each vocational teacher to ascertain specific objectives (long-range and short-range of the program along with the names of resource people and the extent of their involvement in the vocational programs. Show a copy of your letter and survey form to your instructor for suggestions.

Materials Needed

No special materials needed.

* * *

PROCEED TO PROBLEM III

PROBLEM III

Circumstance

You do not have copies of the Placement Records of students completing the vocational programs in your county. You need to have this information as input for your PLAN FOR PLANNING, as well as a possible indication of resource people needed.

Action to be Completed

As part of the survey to be sent to Vocational teachers in Problem II, include a section on Placement, especially extent of teacher activity in helping students secure a job, and whether related to areas of instruction. Check this part of the survey with your instructor for suggestions.

Materials Needed

No special materials needed. A review of research related to placement might give ideas for items to include in your survey.

* * *

PROCEED TO PROBLEM IV

PROBLEM IV

Circumstance

You now have the two basic factors needed to develop a PLAN FOR PLANNING. That is, 1) Basic ideas for the planning process for any educational program and 2) "Facts and Figgers" on the planning that has been done previously in the vocational programs. Your job is to combine these two factors into a PLAN FOR PLANNING the total vocational program for the county.

NOTE: This is basically combining "What Should Be" the situation with "What Is," resulting in a realistic plan of action!

Action to be Completed

Prepare a written statement of your PLAN FOR PLANNING the total vocational program in the county. Include a step-by-step process as well as advisory committees and other resource persons to be involved.

Develop a brochure that might be used in summarizing the plan and communicate to teachers, students, advisory committees and others involved the major objectives of the total vocational program in the county. Informal, attractive, colorful presentation of the key ideas in the total program would be the purpose of the brochure.

Materials Needed

No special materials needed. Might need source help in designing the brochure if your own talents do not include visualizing and developing an attractive brochure. However, the major purpose is to show ideas. Stick figures and/or paste-ups can carry ideas as well as more artistic approaches.

* * *

-------END OF SIMULATION-------

-5-

If you successfully completed the Simulation, you are to proceed to the Self-Test. If you feel you need more information to complete the self-test review the tasks in the module and see your instructor.